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ABSTRACT

The Norfolk State College (VA) has a multifaceted approach to the inservice training of special education teachers. The model has four main components. The first component is personnel; not only have teachers been served, but also administrative personnel, and more recently parents and paraprofessional personnel have taken courses offered at the institution. The second component is content, which has included such topics as classroom management, curriculum development, diagnosis and assessment, education and the law, and exceptional persons. Funding is the third component, and has come from a number of sources including state and federal offices of education and public and private foundations. The final component is the delivery system; there are six mechanisms for accesss to the services the college provides. The delivery systems are regularly scheduled courses, summer institutions, weekend courses, conferences, mini-instructional models, and gratis consultancies. (PHR)

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"Special Education Programs in Historically Black Institutions: Inservice Teacher Education Models"

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for Panel Presentation on

A Multifacted Approach to Inservice Training of Educators
-- The Norfolk State College Model

to be presented by
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A Multifaceted Approach to Inservice Training of Educators - -
The Norfolk State College Model

The mission of Norfolk State College, throughout its history, has been the provision of an educational program which is responsive to the needs of the community. Since it was founded in 1935, Norfolk State College has successfully provided direct educational and enrichment experiences to improve the quality of life for thousands of students. Indirectly the College has contributed to the betterment of literally millions of citizens of the Tidewater area of Virginia, of the total Commonwealth of Virginia, of other states in this nation and of other nations as well.

Significant among the areas of services implemented in response to identified needs of the community is the area of inservice training of personnel involved in the local education agencies (LEAs) in the immediate environs of Norfolk State College. These services have been successfully rendered over the last twenty-five years (25) during which teacher preparation has been a part of the College curriculum.

The existing table of organization of this institution of higher education (IHE) separates the academic programs into five divisions. Pertinent to this topic are activities of the Division of Teacher Education. This division is comprised of special education, elementary, and secondary education departments. The special education department prepares prospective teachers cross categorically with state approved certification in mental retardation. Graduate programs in the special education department include education of the gifted/talented and orthopedic/multihandicapped/ health impaired conditions. In the elementary education department an undergraduate student may elect to matriculate in the early childhood (NK-3) education program or the upper elementary (4-7) program. Baccalaureate level students may select from an array of twenty-one secondary level teacher education programs. There are three graduate level secondary education programs.

Model Overview

This paper describes the Norfolk State College model of inservice training. It is a multifaceted approach to educational development of several constituencies who are concerned with the effective operation of LEAs. In this paper attention will be given to the following components: (1) personnel, (2) content, (3) funding, and (4) delivery systems. The attention to these primary components serve to answer the following questions: Who are the recepients of the services? What concepts, competencies, and skills are imported via the model? What are the sources of finance for sponsorship of the training? What are the mechanisms for bringing together the teachers and learners for program implementation?

The careful delineation of the components of this model serves to depict the many existing possibilities for a relatively small IHE (Norfolk State College's enrollment is 8,000 students.) to provide many inservice training opportunities which are responsive to the needs of the constituencies which it serves. Similarly situated IHEs can successfully replicate these efforts which have rendered direct service to thousands of persons and have benefited millions of school children over the years.

Model Description

Personnel

The target populations served by this model have been varied. They are determined based on their identified need, based on needs perceived by LEA staff and/or as a result of needs recognized by IHE staff. At any time varied combinations of persons may be individually or collectively engaged in learning experiences at Norfolk State College.

During the twenty-five years (25) of preservice teacher education at Norfolk State College, inservice teachers have been afforded multitudinous opportunities for undergraduate and graduate study. These persons have been able to complete study for baccalaureate degrees, take courses

or, certification in additional areas, complete courses for certification renewal, and also to participate in experiences simply for enrichment and self development.

Administrators likewise have engaged in learning activities at Norfolk State College. This group has included building principals, center directors, central office specialized supervisors, directors, diagnosticians, and school based instructional supervisors. Among their purposes have been the renewal of certification and understanding of current issues and trends in education.

Norfolk State College was the first IHE in its geographical area to provide systematic and credit-earning instruction for paraprofessional persons. School-based and central-office based persons whose responsibilities are clerical, student mangaement, and/or instruction have participated in numerous learning experiences. These persons are employed to serve average-ability and exceptional children in the schools.

All to often the role of the parents and their concomitant need for protracted educational experiences have been underestimated by educators. Only in recent years has it been recognized that anything more than parent-teacher-association meeting programs was appropriate and even requisite. The Norfolk State College Model has provided academic credit-earning experiences for parents which served to enhance their self development and to improve their interface with the LEAs. These four groups of education personnel have been engaged in inservice training by the Teacher Education Division at Norfolk State College.

Content

The subject matter presented via this inservice model has been varied. Selection of content is of course tailored to the specific needs of the particular population at the time of planning and implementation. Some of the

major and broad topics which have been treated over the years are enumerated and briefly described below:

1. *Classroom management: This topic includes behavior modification techniques, sociogrammatic procedures, nonverbal communication, and other means of structuring the learning evnironment to maximize the learning of the students.*

2. *Curriculum development: Varied aspects of instructional programming fall under this rubric. Included are conventional and new instructional content, teaching strategies, (e.g. competency based education) sequencing instructional materials, grouping to maximize mastery, matching teaching techniques with learning styles, and cooperation of educational personnel.*

3. *Diagnosis and assessment: individual and group testing procedures, use of formal and informal tests, biases in testing, interpretation of test results, competency testing, etc.*

4. *Education and the law: The foci of this topic include corporal punishment and other aspects of disciplinary procedures, teachers' rights and restrictions, due process, legal guidelines and implications of Public Law 94-142, Education of All Handicapped Children Act.*

5. *Exceptional persons: Individuals in each of the personnel groups have been given learning experiences to increase their understanding of and competencies serving exceptional persons. Attention has been given to characteristic behaviors, interface of roles of varied disciplines and personnel, medical and education treatment, specialized instructional strategies, variants in housing, responsibilities of the community, etc.*

6. *Multicultural/intercultural education: Attention has been given to understanding the diversity in our society due to racial, ethnic, and cultural influences. This topic also includes promotion of understanding between citizens of different countries and the necessary interdependence of countries.*

Although other topics may have been treated at some time, the list above represents primary topics which have recurred in the Norfolk State College Model for inservice training of educators.

Funding

An anticipated concern of one who conceptualizes a program is the financial means of procuring services/materials for implementation of a program. Various sources yield funds for inservice training. The sources fit into four categories which are (1) IHE external funds, (2) IHE community service, (3) LEA budget, and (4) LEA external funds.

Faculty at Norfolk State College have been successful in attaining funds from sources other than the College budget to provide inservice training. Among these sources are state and federal offices of education, health, and rehabilitation services; professional, civic, and service organizations; public and private foundations; and private donors.

Some funds and in-kind contributions from Norfolk State College make inservice training possible. The College enjoys an excellent reputation for its program of community services. The purchase of materials and loan of equipment frequently complement inservice training efforts of LEAs. The primary in-kind contribution is human resources. Often members of the faculty and staff give their time to inservice efforts. Students also render volunteer service which may or may not be in conjunction with their courses.

The LEAs usually allocate some monies for staff development. They often use this money to purchase services from the IHEs. Norfolk State College has provided varying degrees of training packaged in different formats at the request of the LEAs.

The final funding source for inservice training in the Norfolk State College Model is external funding procured by the LEAs from sources such as state education agencies, other state agencies, federal offices, etc. They may solicit funds as a result of a cooperatively planned endeavor. Or LEAs may

get funds from other sources and then engage the IHE to provide certain services. Norfolk State College has participated in both types of efforts.

Delivery Systems

The mechanisms for accessing the services to the target population may vary contingent upon any one of the preceeding components. This Norfolk State College Model has been implemented using at least six different mechanisms of acess which are listed below. An explanation follows each mechanism.

1. Regularly scheduled courses: Inservice personnel are free to take any of the courses for Carnegie unit credits which are offered on the academic calendar. This includes day and evening courses during the regular school year as well as intersession and summer session courses. In cooperation with the Division of Continuing Education, these courses may be offered on campus or at other sites. At the request of LEA staff and/or a requisite number of interested persons, courses not in the planned IHE calendar may be added to run concurrently with the regular schedule.

2. Summer institutes: To expose personnel to current issues in education, Norfolk State College makes available, on its own or in concert with an LEA, intensive courses which are taken for credit during the summer session. These courses may or may not fit the IHE calendar and may be taken on or off campus. These courses are usually of short duration (usually three weeks) and run seven hours each day.

3. Weekend courses: This mechanism has recently been used to increase the accessibility and convenience of training for inservice personnel. Cooperation with the Division of Continuing Education makes it possible at Norfolk State College to schedule courses on weekends and initiate at any time the target population wishes. These courses are taken for regular credits and may be at any location. Courses to be offered in this design are carefully selected to insure that the quality of instruction is maintained.

4. Conferences: Brief learning experiences of one-half-day to three-day duration are arranged on delineated topics. Needs assessment surveys or requests serve as the bases for sponsorship of conferences. These activities may be designed for one or more of the groups of inservice personnel. Continuing education unit (CEU) credits are offered for these experiences.

5. *Mini instructional modules: These brief investigations of topics may or may not be taken for Carnegie units or CEU credits contingent upon the length of the experience. If they are extensive enough to comprise a minicourse, one or two semester hours of credit may be earned. Instructional modules are designed for teacher instruction as well as self instruction. These are learning packages comprised of the rationale, behaviorally stated objective(s), pretest(s), content, learning tasks, post-test(s), and resources.*

6. *Gratis consultancies: Members of the faculty render free consulting services on a frequent basis. IHE personnel may be called upon by the LEA to lecture and counsel or advise individuals or groups of the previously identified personnel. This mechanism is often used for one-time-only brief problem solving efforts.*

The major components of Norfolk State College's multifaceted approach to inservice training have been identified and explicated. This model has served to effectively provide staff development experiences for the varied target populations.

Critical Features

The success of the Norfolk State College Model is directly proportionate to the presence of certain critical characteristic features. One of these characteristics is good planning. Thorough planning must precede the implementation of every inservice effort. Objectives must be clearly delineated. Roles and responsibilities of IHE and LEA staffs should be established. And the implementation procedures should by stipulated.

It follows that another critical feature of this model is evaluation. The design for assessing the effectiveness of the training effort should be outlined before the program is initiated. An evaluation model may be adopted which is clearly understood by the program developer. Or an evaluation procedure may be developed. However it is imperative that the developer fully know how the program will be evaluated.

The most outstanding feature of the Norfolk State College Model for inservice training is the fact that it is multifaceted. This model leaves many options open to mix and match varied components to insure the best fit of program to personnel. It is important that IHEs implement, in their inservice training programs, the same kinds of instructional designs which they advocate for use with children. That is,IHEs should match the program to the needs and learning styles of the students, whether they are preservice or inservice personnel.

Summary

This paper has described the four major components of a multifaceted approach to inservice training which is the Norfolk State College Model. These components are: (1) personnel, (2) funding, (3) content, and (4) delivery systems. Each component was described and subcomponents were identified. Some critical features were identified which are requisite to the success of the project. This model may be replicated in similarly situated institutions of higher education.

This paper was prepared for presentation by Dr. Paul B. Mohr, Vice President for Academic Affairs and Dr. Helen P. Bessant, Special Education Department Head at Norfolk State (VA) College on April 26, 1979 at the Fifty-Seventh Annual Convention of the International Council for Exceptional Children in Dallas, Texas.